

F-7 Guide Steps

for Early Intervention Transition

(for elementary and unified school districts only)

Use this form to determine if the required procedures were followed in transitioning a child from the Arizona Early Intervention Program (AzEIP) into the preschool program. Review only the files of children who participated in AzEIP with this form. Review all files using the F-1 and the F-2 before you complete the F-7. One F-7 can be used for reviewing 4 students' files.

The following is a guide for the number of files to review using the F-7.

Total number of preschool files	Less than 20	20 or more
Recipients of AzEIP services	2–5	6–10

SOF Location	Instructions
Step 1	Record the student's name, date of birth, and census number, if available, in one of the 4 forms on the F-7 page.
	Each of the 5 following components of this requirement (shown as “No Citation” below) must be met for IV.B.10 to be in compliance.
No Citation	<p>To meet the transition planning requirements, a meeting must have taken place and the results documented for a child between the ages of 2.6 and 2.9. A transition meeting requires the parents, early intervention personnel, and LEA personnel.</p> <p>Method: Determine if the transition planning meeting occurred. The information may be contained in an IFSP from AzEIP, or it may be located on LEA paperwork. If no evidence of a meeting is available, this item is in noncompliance. If there is evidence of a meeting but the required participants did not attend, this item is in noncompliance. This item will be scored with all transition requirements on IV.B.10.</p>

SOF Location	Instructions
No Citation	<p>The transition plan was developed and included:</p> <ul style="list-style-type: none"> • A plan for evaluation for Part B preschool eligibility • A plan that enabled parents to become informed about the services available through the LEA • A plan for a smooth transition to ensure that FAPE was available by the child's 3rd birthday <p>Method: Review the transition plan to determine if it contains the required components. There are no specific requirements regarding the scope of each component, but some evidence of each must be present for this item to be in compliance. This item will be scored with all transition requirements on IV.B.10.</p>
No Citation	<p>The initial evaluation and determination of special education eligibility for Part B preschool services must have been completed before the child's 3rd birthday.</p> <p>Method: Determine if an evaluation and eligibility determination was completed by the MET/IEP team prior to the child's 3rd birthday by comparing the date of eligibility to the date of birth. If both were completed prior to the birth date, this item is in compliance. This item will be scored with all transition requirements on IV.B.10.</p>
No Citation	<p>An IEP or IFSP that ensures FAPE must have been developed by the child's 3rd birthday.</p> <p>Method: Determine if an IEP or IFSP was developed and in effect by the child's 3rd birthday by comparing the date of the IEP or IFSP and the date of birth. If the child's program is being directed by an IFSP, the IFSP should contain the required components of an IEP to ensure FAPE, but may be structured somewhat differently and still be in compliance. If an IEP/IFSP that ensures FAPE exists, this item is in compliance. This item will be scored with all transition requirements on IV.B.10.</p>
IV.B.10	<p>All the above transition requirements were met.</p> <p>Method: Review the transition planning documents and the IEP to determine the compliance on each of the items above. If all items are in compliance, this item is marked I. If one or more of the items above are out of compliance, this item is marked O.</p>

SOF Location	Instructions
IV.B.12	<p>The eligible child must have been receiving FAPE on or before the 3rd birthday.</p> <p>Method: Compare the initiation date of services and the date of birth. If the birth date is during the summer months and ESY was considered and found not necessary, this item would be in compliance even though the initiation of services began at the start of the next school year.</p> <p>FAPE may be delivered in an early intervention, preschool, home, or special program setting if the services are considered to be free, appropriate to the child's needs, under public supervision, and address the educational needs of the child.</p>